

THE USE OF BROCHURE IN INCREASING STUDENTS SPEAKING ABILITY

By

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan brosur terhadap kemampuan berbicara siswa dan mengetahui aspek manakah yang mengalami peningkatan paling tinggi dari lima aspek berbicara. Peneliti menggunakan metode kuantitatif dan one group pretest-posttes desain. Populasi penelitian ini adalah siswa kelas 2 SMAN 1 Seputih Raman TA 2013/ 2014 dimana kelas XI IPS 3 sebagai sampelnya. Data penelitian dianalisis menggunakan Repeated Measure t-test dan SPSS versi 17.0. Hasil penelitian menunjukkan bahwa nilai rata- rata pretest adalah 64,9 dan posttest mencapai 78.9 (peningkatan 14) dan pemahaman adalah aspek yang memiliki peningkatan paling tinggi dari 13.2 ke 16.8 (peningkatan 3.6). Berdasarkan hasil penelitian tersebut, hipotesis penelitian ini dapat diterima karena nilai dari two tail significant adalah $p=0.000$ yang berarti $p<0.05$. Dapat disimpulkan bahwa pengajaran speaking menggunakan brosur dapat meningkatkan kemampuan berbicara siswa secara efektif.

Abstract

The objectives of this research are to find out whether or not the use of brochure can improve the students' speaking ability and to know which aspect is the most increase of students' speaking achievement. The researcher used quantitative method and one group pretest-posttest design. The population was the eleventh grade students at SMAN 1 Seputih Raman in the academic year 2013/ 2014 and the sample was class XI Social 3. The data were analyzed using Repeated Measure t-test and SPSS version 17.0. The results shows that the mean score of pretest is 64.9 while in the posttest is 78.9 (gain 14) and the aspect which most increase is comprehension which improves from 13.2 up to 16.8 (gain 3.6). Based on the data analysis above, the hypothesis is accepted because the tail of two tail significant is $p=0.000$ which means that $p<0.05$. It can be concluded that teaching speaking using brochure is effective in improving students' speaking ability.

Keywords : brochure, increasing, speaking, use

INTRODUCTION

English nowadays is being used as the tool of international communication. It has become the vital device for communication in all fields. It is regarded as a bridge which joins people all over the world together. There are four skills taught in school, namely listening, speaking, writing, and reading. Since English becomes an International Language in the world, speaking in English is a crucial skill to function in any aspects of global transformation.

By speaking which is categorized as an active process, the students are able to communicate with people from different countries. Harris (1974: 9) says that speaking is encoding process whereby, people communicate their ideas, thought and feeling through one or other forms of language. It means that speaking is an action of conveying information or expressing one's thoughts and feelings in spoken language. It is a two way process between speaker and listener and involves productive and receptive skills. In other words, the listener tries to understand the speaker's ideas from the first person through the communication between them.

Although English had been learned by the Indonesians' students since long time ago, but it is not easy for them to learn the language as well as when they learn the mother tongue. Based on the researcher's interview with the English teacher, it can be reported that the students have problems in speaking, i.e. they are lack of self confidence, they lack practice in speaking, and teacher did not provide media and appropriate technique in teaching.

Based on the situation above, the teacher needs to find a way for making the class more interesting that gives opportunities to the students for sharpening

their ability in speaking English. The teacher should find an appropriate technique and media to improved students speaking ability. Antony (1963) says that the technique is a particular trick, stringent or contrivance used to accomplish and immediate object. The teacher can choose a suitable technique for the students which can support the teaching learning process in order to get a better result of the students' score, while media is one of component in teaching learning that can help the teacher to deliver material easier since a good media bring a positive impact in learning process in the class. Teaching using visual media aims to construct students' knowledge, attitude and skills of students through interaction with the teaching learning environment which determined as a specifically learning about verbal symbol and visual. It means students can keep message instruction through teacher explanation. Therefore, teaching learning should be effective and efficient whether students able to understand what was teacher explained

But in fact, teachers often ignore media although it has many advantages in teaching learning process. The reasons are teachers have no time to prepare instructional media, difficulty in finding the appropriate media, lack of funding, using media was troublesome, etc., Based on the explanation above, the researcher considered to use media as the focus in this research especially on visual media that can be assumed to increase the students' ability in learning speaking and also increase the five aspects of speaking.

As Rinanto (1982: 22) says that visual media is all kind of medium that can be enjoyed by the sense of sight and can stimulate students in learning such as picture, painting, photo slide, poster, comics, brochure, pamphlet, leaflet, etc, so

the researcher is interested in knowing whether brochure can be alternative solution to develop students' speaking ability or not. Brochure is a pamphlet or booklet, especially one containing summarized or introductory information or advertises. Brochure is a type of media which can be easily obtained whenever or wherever in the market, even in the trees along the road, on the walls and in any instances which familiar to public relation and advertising or promotion center.

Based on the function, there are two types of brochure, i.e. informative and advertisement brochure. Informative brochure is commonly used to notice the customer about a company, products or services offered by the company, or the company's latest changes that explained shortly, while advertisement brochure is brochure that is used to advertises one or some of the products sold or the services provided by a company or instance to the consumer. In this study, the researcher used advertisement brochure, that was menu, as the media in teaching speaking which is belong to kinds of leaflets or flyers.

METHOD

It was a quantitative research with one class as the participants' class and the research design was one group pre-test post-test design. The population of this research was the second grade of SMAN 1 Seputih Raman. There were six classes of the second grade students, four science classes and two social classes. From those classes, the researcher took XI Social 3 as the sample. Each class was consisting of 32 students. Among those classes, the researcher only took one class as the sample and selected by using sample probably sampling through lottery drawing. It was applied based on the consideration that every student has the same

opportunity to be selected and in order to avoid the subjectivity in the research (Setiyadi, 2006:39).

RESULT AND DISCUSSION

To get the result of this research, the data obtained from the result of the students' pre-test and post-test were analyzed by using repeated measure t-test in order to compare the two means of the same students. In analyzing them, the researcher used the seventeenth version of SPSS (Statistical Package for Social Science).

The result of the pre-test and post-test are as follows :

Table 3.1 Result of pre-test and post-test

	Pre-test	Post-test
Average	64,9	78,9
Highest Score	80	92
Lowest Score	56	72

The result of pre test and posttest implied that brochure had increased the students' speaking ability. It can be seen from the mean of both test which result 64.9 for the pre-test and 78.9 in the post-test. It can be seen in the table below. The students speaking achievement both in pre test and posttest are served in table below.

Table 3.2 Improvement of the mean

	Score of Pre Test	Score of Post test	Increase
Mean (X)	64.9	78.9	14

The increase of students' pronunciation, vocabulary, grammar, fluency and comprehension can be seen in the following table:

Table 3.3 Improvement of five aspects of speaking

Aspects of Speaking	Mean Score in Pre Test	Mean Score in Post Test	The Increase
Pronunciation	13.1	15.8	2.7
Vocabulary	13.7	16.8	3.1
Grammar	11.9	15	3.1
Fluency	12.8	16	3.2
Comprehension	13.2	16.8	3.6

As presented in table above, there is an increase of speaking achievement from five aspects of speaking. The highest increase is on comprehension (3.6) and the lowest is on pronunciation (2.7). The result of the pre-test and post-test could be the proof that brochure could improve students' speaking ability significantly and also the five aspects of speaking ability.

To answer the research question, whether there was a significant improvement of students' speaking achievement or not, the score of pre test and posttest was analyzed by using Descriptive Statistics of SPSS version 17.0.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-14.000	2.272	.402	-14.819	-13.181	-34.860	31	.000

The significant improvement of the speaking achievement is determined by $p < 0.05$. The result of computation shows that the significant value (2 tailed) is $p = 0.00$ in which the hypotheses of the research can be accepted since the significant improvement of the test is less than 0.05. It proves that the treatments using brochure given by the researcher had better effect in students' speaking achievement.

During the research, the researcher found out those students was interested in something new for a new learning so that could make them fell curious. When they were curious, they would try to know and find out the information to understand it. Two brochure which applied in the treatments was content of western menus that never known before by the students. It built so many questions in their mind and made them read the brochure enthusiastically. Students even asked more information about those menus when they did not satisfy yet with the explanation.

Another factor that able to catch the student's interest is picture. Brown (2000) stated that picture can be used in many stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate student's progress and achievement. Furthermore, he suggests some ways of using pictures for ensuring maximum students benefit from using them. In brochure, picture could help the students to imagine the real thing of the menus so they could understand about it although they had never ate before. It will stimulate students' ideas in create the dialog. To support the statement above, Larsen-Freeman (2000) said that activating learners' imagination will aid learning.

Beside, the researcher also found that students felt more comfortable after the second meeting, when researcher started to conduct the second treatments. It might be happened because students began to closer with the researcher and it impacted a positive effect to the students in which they were more active in learning process. Half of them lost their afraid and built a confidence when speak. When students felt comfortable with the environment, they would enjoy the class

without felt any pressure. Like Stevick (1980: 230) said that in learning a foreign language learners are exposed to learning environment which accelerate the process of learning.

Then, for five aspects of speaking, pronunciation has the lowest score from those aspects which has mean 2.7 and the highest one is in comprehension which is reach 3.6. The researcher found that students did mispronounce in pronouncing words since they found new vocabulary in the brochure and did not know how to pronounce it. Although they found out the meaning but they did not attend with the pronunciation which content in the dictionary because they only focus on the meaning of the words.

The researcher noted students mispronounce and gave modelling how to pronounce correctly in every treatment but it seems that students did not pay much attention in the researchers' explanation. The researcher assumed that English lesson in that class was dominated by grammar and vocabulary practice while pronunciation or rather mispronunciation was dealt with only when it leads to serious misunderstanding. Therefore students may felt less motivated to spend time and effort on pronouncing English sound clearly since they expect they will get by anyway. They also believed that pronouncing test would not appear in the final exam so that they did not worry whether they have a bad pronunciation or not since they only answered a multiple choice in that test.

Another reason was students still read the word in written form since there was no simple relationship between spellings and sounds in pronouncing the words. Beside, their pronunciation also affected by their mother tongue so that made the increase in pronouncing is lower than the other, like Kellermen and

Sharwood Smith (1986) said that the mother tongue has a strong influence on the way a second language is learnt and used.

For the highest score is comprehension which is reach 3.6 as the gain. In this research, the researcher used transactional dialog as the test and also practice in the treatments. Like the study from Santi (2013) found that transactional dialog could improve not only in comprehension but also in vocabulary, grammar, pronunciation and also fluency. Transactional dialog which is carried out for the purpose of conveying or exchanging specific information is extend form of responsive language is suitable to relate spesific explanation about the menu in the brochure with students dialog naturally. When students could speak fluently, their comprehension also would be better. It confirmed the statement given by Higgs and Clifford in Richards (1990) which is said that transactional speaking develops accuracy and fluency. We can see that if the students are able to deliver their mind with accurately and fluently, the comprehension will also increase. Beside the researcher also explain clearly about the material and give lot of dialog examples in relating brochure toward dialog so that students could understand easier. She gave correction to the students in every meeting so they would know their mistakes.

The finding of the research showed that brochure could improve students' speaking ability. We could see the result from the pretest and post test in which the mean of posttest is higher than the pretest. Not only students speaking score, brochure also could improve the five aspects of speaking that are pronunciation, vocabulary, grammar, fluency and comprehension. However the improvement of

students' speaking achievement could be assumed as the result of using brochure in teaching speaking.

CONCLUSION

In reference to the result, the researcher tried to give conclusion and suggestion as follows:

1. Based on the result, it can be seen that brochure can improve students' speaking achievement significantly from the result of pretest and posttest. It can be proved by the finding and the hypothesis that is accepted from this research. The result of computation shows that the significant value (2 tailed) is $p=0.00$ in which the hypotheses of the research can be accepted since the significant improvement of the test is less than 0.05.
2. Brochure also can improve five aspects of speaking and among those, the highest score is comprehension. It happens because students get their attention to the brochure and have a good cooperation with their partner in making dialog. So, it is easier to the students to comprehend the topic

In implementing the media, the researcher found the weakness and the strength of the media. After analyzing the problems and the findings, the researcher formulated some suggestion to make better implementation of brochure in the future, they are:

1. Brochure enables the students to get engage actively in the target language. Hence, in order to make the class run smoothly, it is suggested to select the topic of students' interest.

2. The lowest score is in pronunciation. Therefore, the researcher suggests paying more attention to both aspects and explaining more on those aspects of speaking.
3. Since it is applying in the big class, so the teacher should be able to manage the class in order to make an efficient class. It can be done by monitoring the students' activity frequently, whether they are active or not during the teaching learning process and when they have group or pair working. The teacher should move around the class and then pay more attention to the group or partner.

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